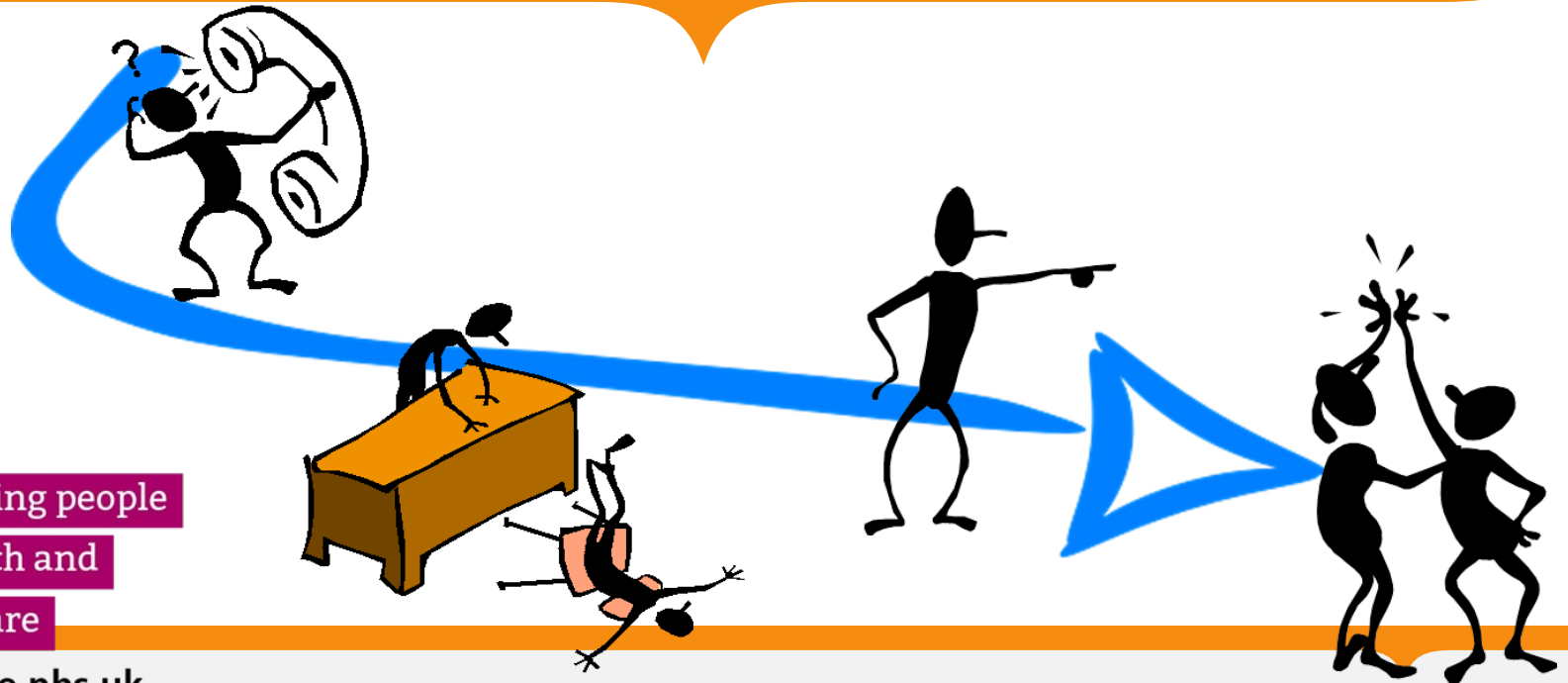


Effective Feedback & Having Difficult Conversations

Jane Sturgess



Developing people
for health and
healthcare

Feedback conversations

- Terminology
- Effective feedback
- Difficult conversations

This will be interactive

- You will need;
- A pen and paper
- An open mind

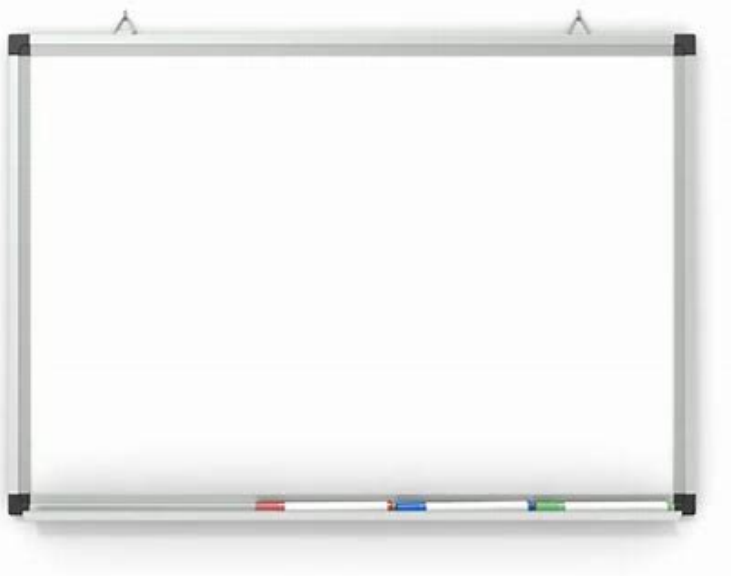


Feedback conversations

- Terminology
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What do you understand by the term feedback?

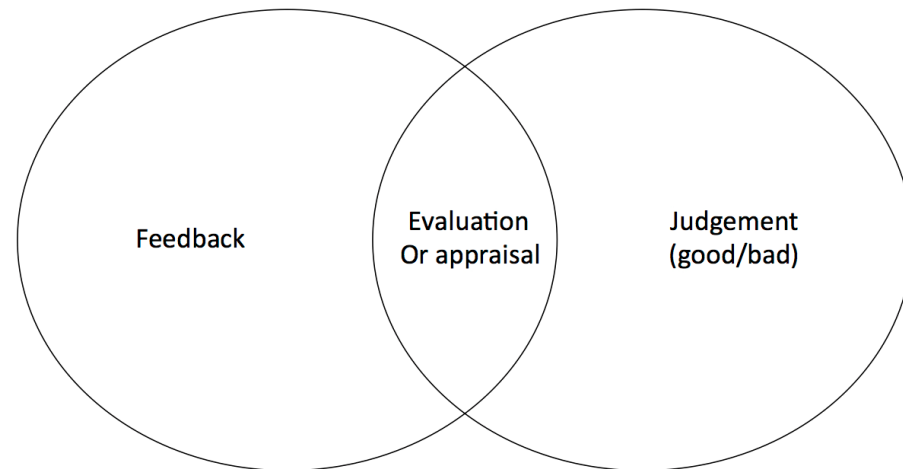
One or two comments each



Feedback vs Evaluation

- Don't confuse
- Don't conflate

Feedback vs. Evaluation



Feedback is not inherently evaluative
Nor is it the same as evaluation
Both have a role but we tend to confuse them

Feedback

“helpful information or criticism about prior action or behaviour from an individual, communicated to the individual (or a group) who can use that information to adjust and improve current and future actions and behaviours.”

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Feedback

“helpful information or criticism about prior action or behaviour from an individual, communicated to the individual (or a group) who can use that information to **adjust and improve current and future actions and behaviours.**”

Evaluation

“the making of a judgement about the amount, number, or value of something”

Feedback conversations

- Terminology
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When did you last receive feedback about your performance?

What did you want from feedback?

What did you need to make it meaningful?

4 minutes

And?

A short exercise

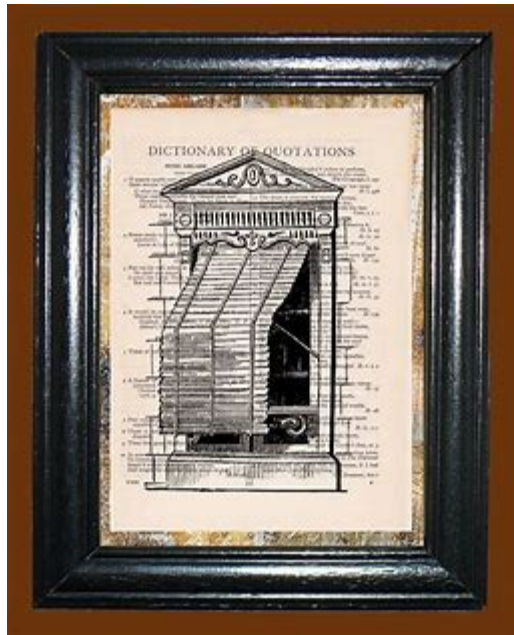
- Think of someone difficult to give feedback to
- Think of an example of their behaviour
- Think of their personality which makes it difficult to give feedback
- Think of a place where it would be difficult to give them feedback

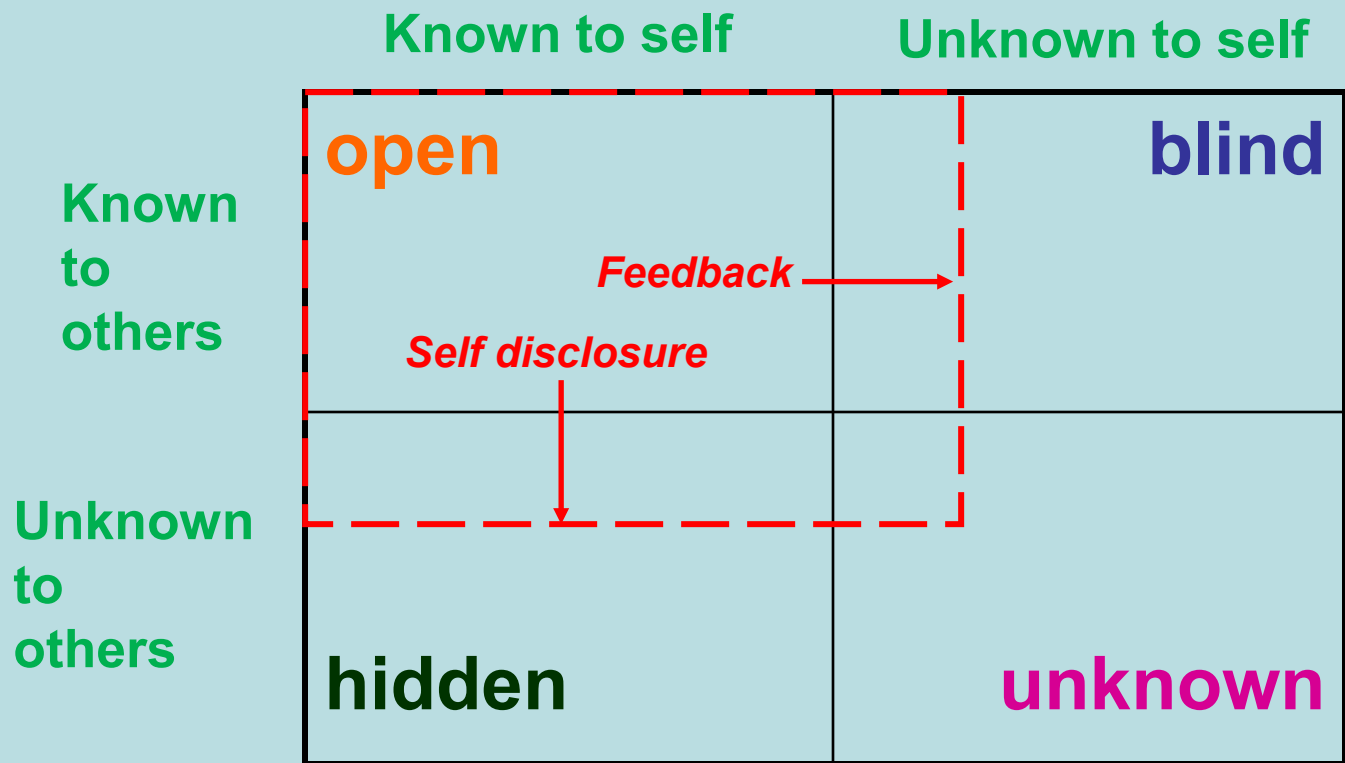
2 minutes



how to draw a persons' attention to their less satisfactory aspects while maintaining or even increasing their desire to learn, improve, and seek further evaluation







Johari Window

Think about an occasion which did not go as well as you hoped when you gave feedback



- What contributed?
5 minutes

Why didn't it land well?

SCARF model of behaviour. David Rock. 2008

- **Status** relative importance to others
 - **Certainty** the ability to predict future
 - **Autonomy** sense of control over events
 - **Relatedness** the sense of safety with others
 - **Fairness** the perception of fair exchanges
-
- Potential outcome? Denial and defense

Feedback conversations

- Terminology
- Effective feedback
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- What kinds of conversations do you find most difficult?
- What makes them seem difficult?

2 minutes



Task related

- Cognitive in nature
 - Perception of disagreement about content of decisions
 - Differences in viewpoints, ideas and opinions
- *‘improve group performance in specific situations, such as in the evaluation of potential problems in non-routine tasks’*

Relationship related

- Emotional in nature
 - Perception of inter-personal incompatibility
 - Includes tension, annoyance and animosity
- *‘has profoundly negative effects on both team performance and team member satisfaction’*

Difficult conversations

Think about the way in which you 'break bad news'

- How do you manage these situations?
- What skills do you do use?



~~Difficult~~ Important conversations

Think about the way in which you 'break bad news'

- How do you manage these situations?
- What skills do you do use?

One or two comments each



Strategy



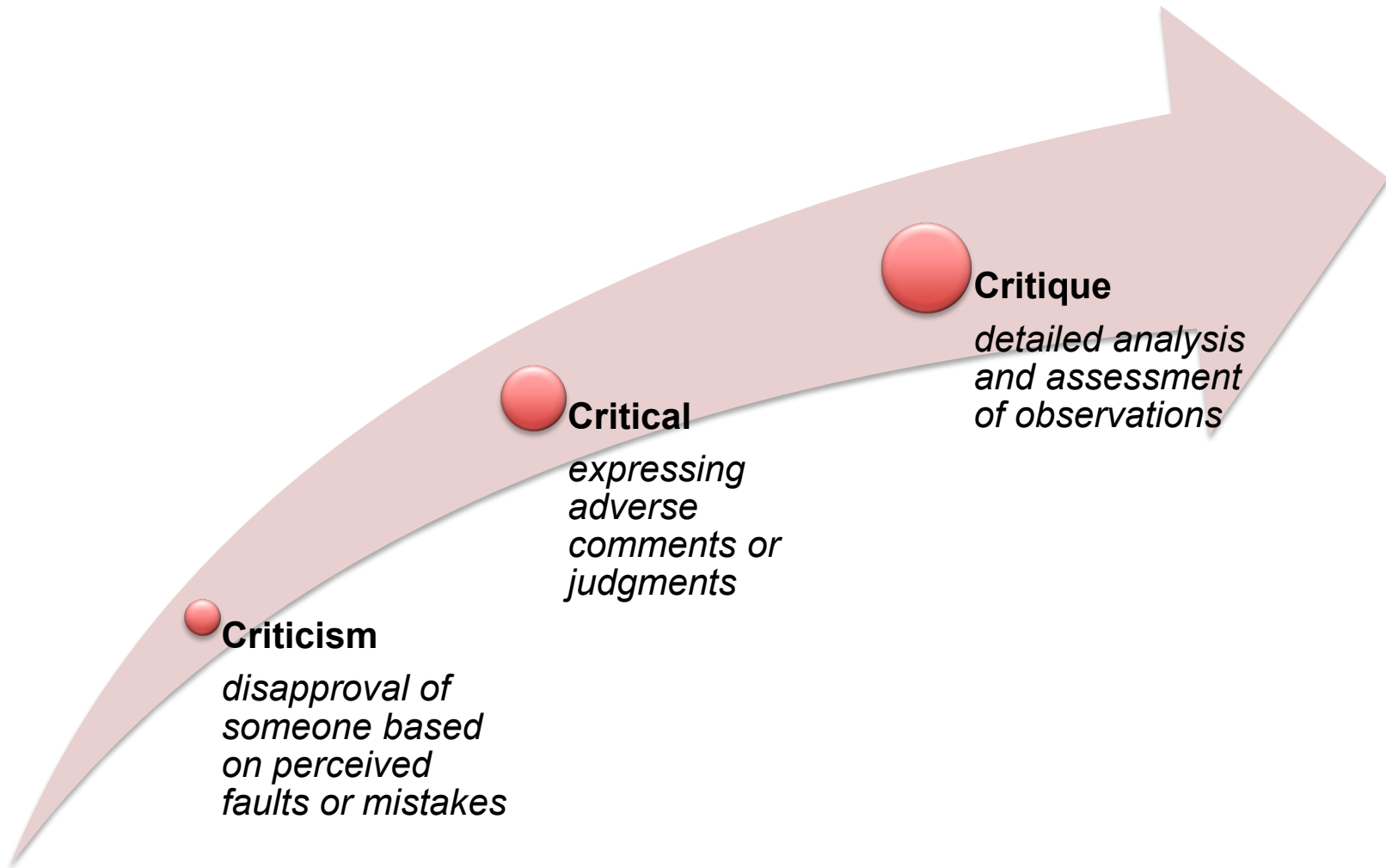
Choose an authentic conversation you want to have with someone

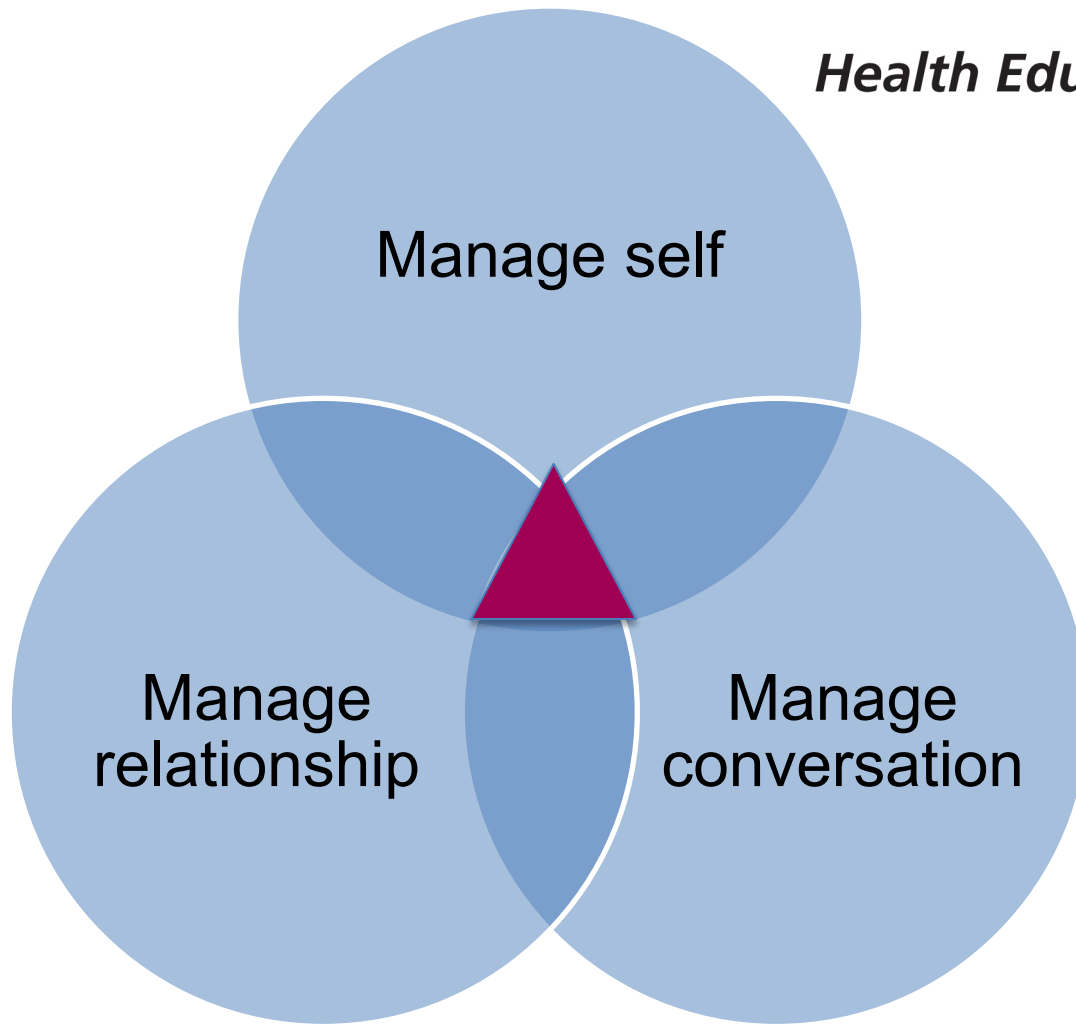


Write your strategy and your 90 second opener



Practice with a partner, get feedback and refine





Difficult Important conversations

Manage Self



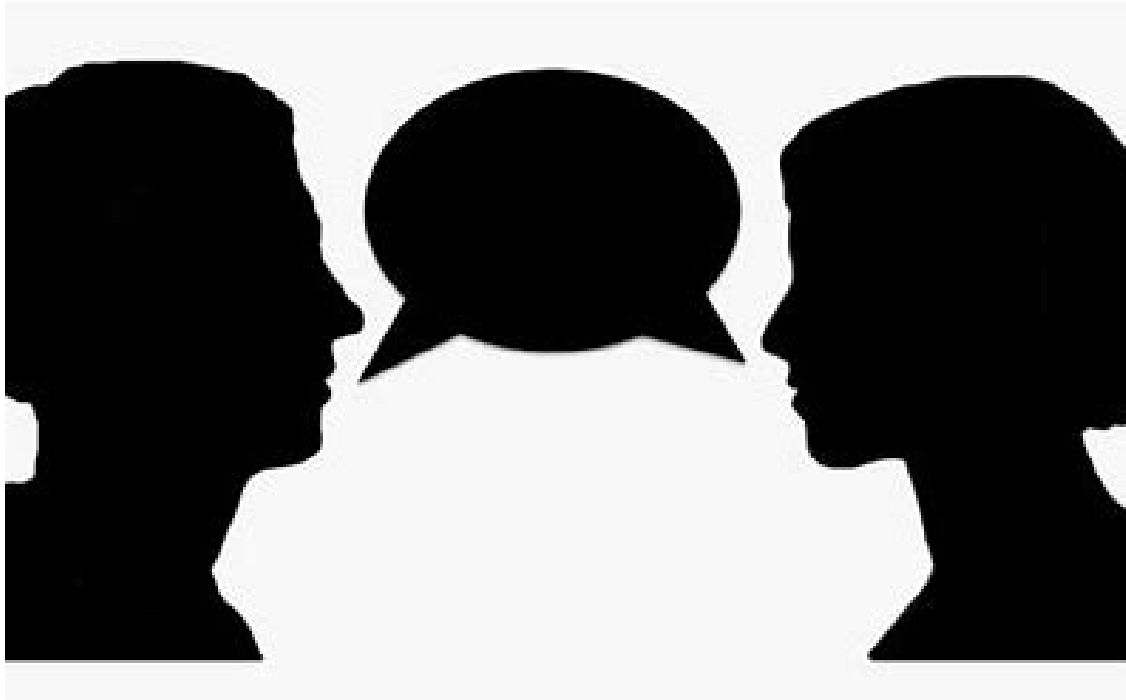
1. Define your issue & purpose for having the conversation
2. Express your motivation to find a positive way forward
3. Describe behaviour observed, effect and change needed

Manage Relationship



1. Be collaborative: invite a response
2. Tone should be as 'neutral' as possible
3. Generate options and agree on next steps

Manage the conversation



1. Time and place, don't ambush
2. Be clear about concern and objective
 3. Let them tell their story
 4. Identify common ground
5. Manage emotions and provide emotional support

**JUST
PRETEND
I'M
LISTENING**



© Paws, Inc.



DEFIANCE

You can't tell me what to do jack hole.

ifunny.co

Some techniques

Principles

- A pause has a calming effect
- High support and high challenge
- Address defensiveness openly and sincerely
- Be fair and consistent

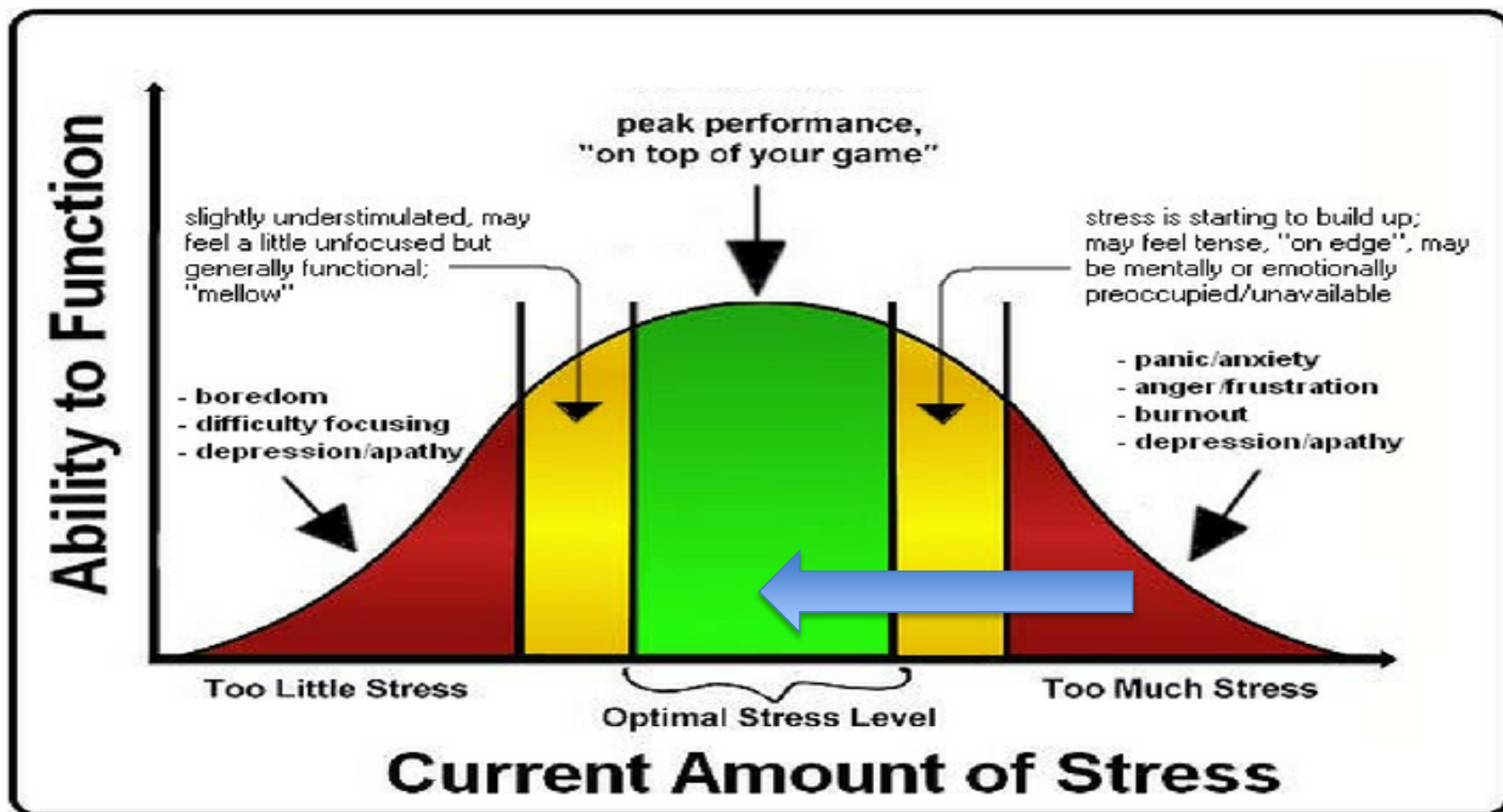


Principles

- **A pause has a calming effect**
- High support and high challenge
- Address defensiveness openly and sincerely
- Be fair and consistent



The green section is what we are aiming for in order to create Optimal Performance within a team and organisation. Where it states 'Stress' we are really talking about challenge levels. When our challenge and ability is at an ideal level, we create Optimal Performance.



Yerkes-Dodson Law

www.monamomtazian.com

Principles

- A pause has a calming effect
- **High support and high challenge**
- Address defensiveness openly and sincerely
- Be fair and consistent



Challenge vs Support

high challenge



low challenge

stress and resistance low morale self-protection opting out fear, caution low creativity/risk taking	increase motivation excitement increase commitment problem sharing and solving enhance resilience
boredom no commitment absenteeism stagnation loss of self-respect	poor motivation little chance of change low sense of achievement sterile, safe debate collusion

low support



high support

Principles

- A pause has a calming effect
- High support and high challenge
- **Address defensiveness openly and sincerely**
- Be fair and consistent



Defensive reactions to feedback



- **Blaming and excuses**

"It's not my fault because..."

- **Denial**

"I can't see any problem with that"

- **Rationalisation**

"I've had a particularly bad week"

"Doesn't everyone do this?"

- **Anger**

"I've had enough of this"

Dealing with defensiveness

- **Name and explore resistance**

‘You seem bothered by this. Help me understand why’

- **Keep the focus positive**

‘Let’s recap your strengths and see if we can build on any of these to help address this problem’

- **Try to convince the trainee to own one part of the problem**

‘So you would accept that on that occasion you did lose your temper’



Dealing with defensiveness

- **Acknowledge emotions**
‘Do you need some time to think about this?’
- **Locus of responsibility**
‘What will you do to address this?’
- **If recipient is in denial**
Reiterate the facts
Describe the behaviour



We can also be defensive...

- **Obligation**

"I'm duty-bound to tell you this"

- **Moral high ground**

"It's for your own good"

- **Burying and fudging**

Taking a long time to get to the point and covering many irrelevancies

- **Minimising**

"Don't worry, it's not such a big deal."

"Everyone does it at some time"

- **Colluding**

"You're probably right, perhaps I am overreacting"



Principles

- A pause has a calming effect
- High support and high challenge
- Address defensiveness openly and sincerely
- **Be fair and consistent**



Principles

- A pause has a calming effect
- High support and high challenge
- Address defensiveness openly and sincerely
- Be fair and consistent



Next steps



- Think about what we have covered today
- Identify one or more changes to your current practice you are likely to test out

Key principles

When the challenge increases, so must the support

Emotional bank balance - withdrawals cannot be sustained without credits in place first

Honesty does not allow either party to downplay strengths or to duck difficult issues

Summary of Feedback conversations

- Terminology
- Effective feedback
- Difficult conversations

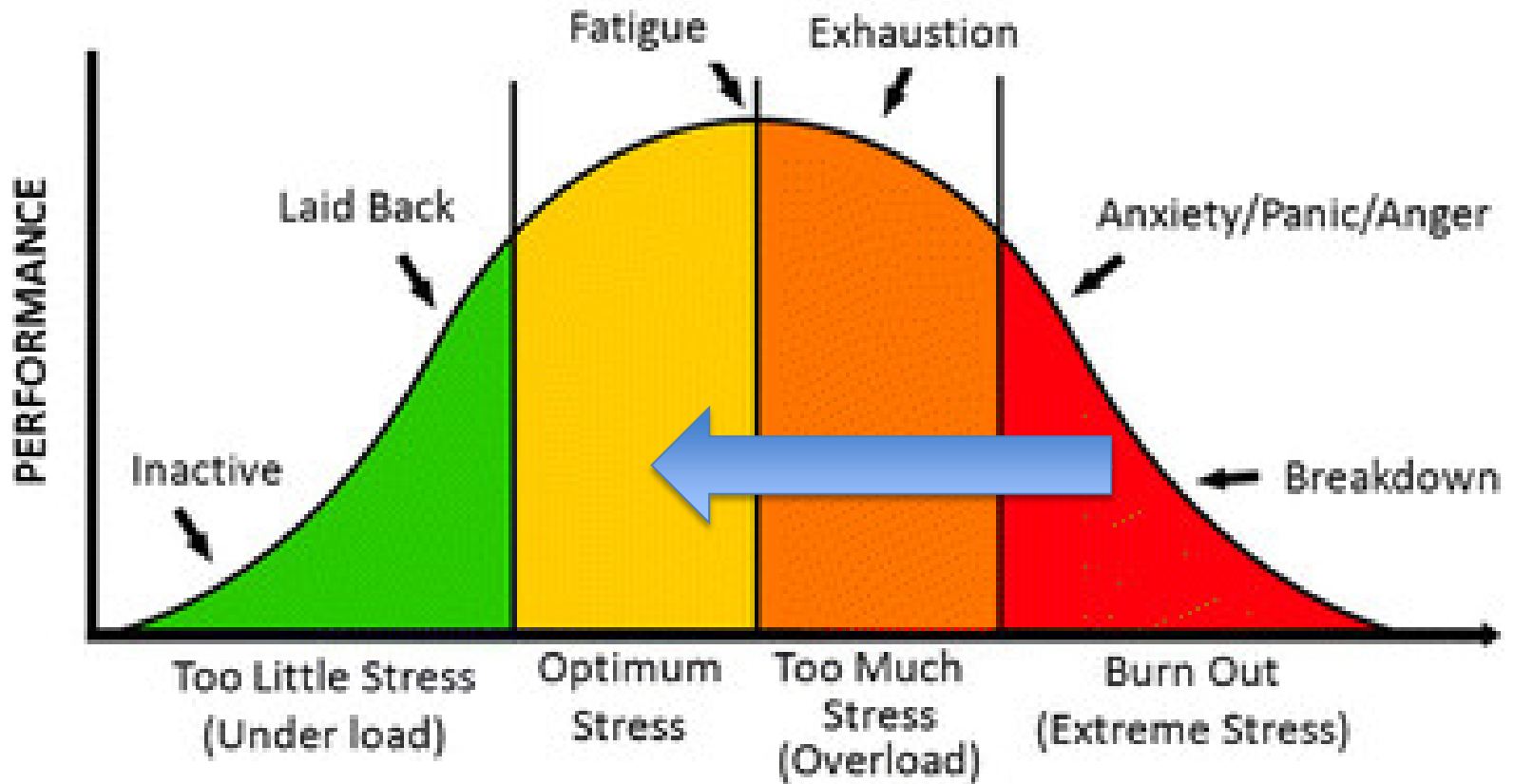
Next steps

- Three hour masterclass
 - Drama triangle
 - Influencing behaviour
 - Longer group work to learn from colleagues

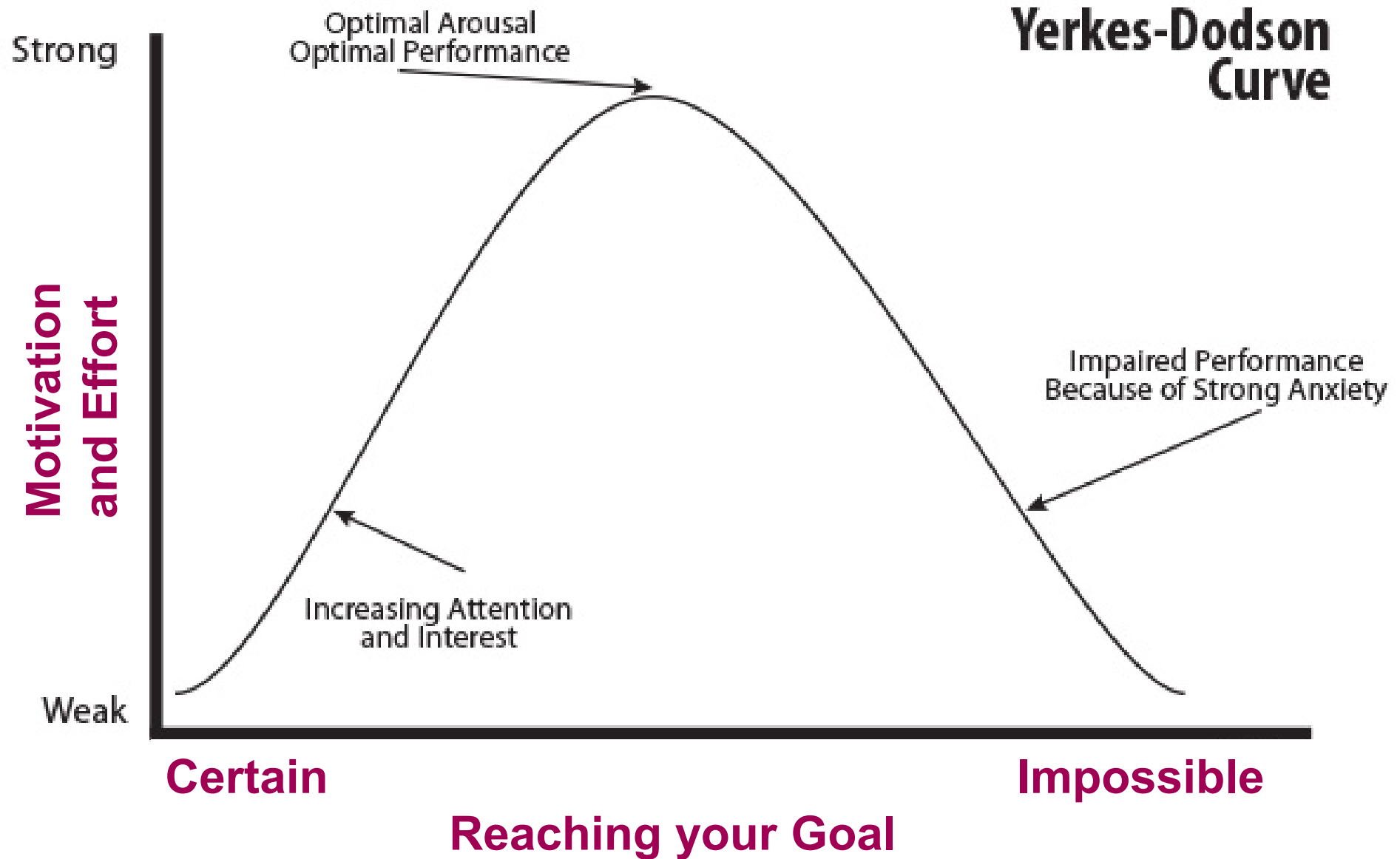
Thank you

Thank you

STRESS LEVEL



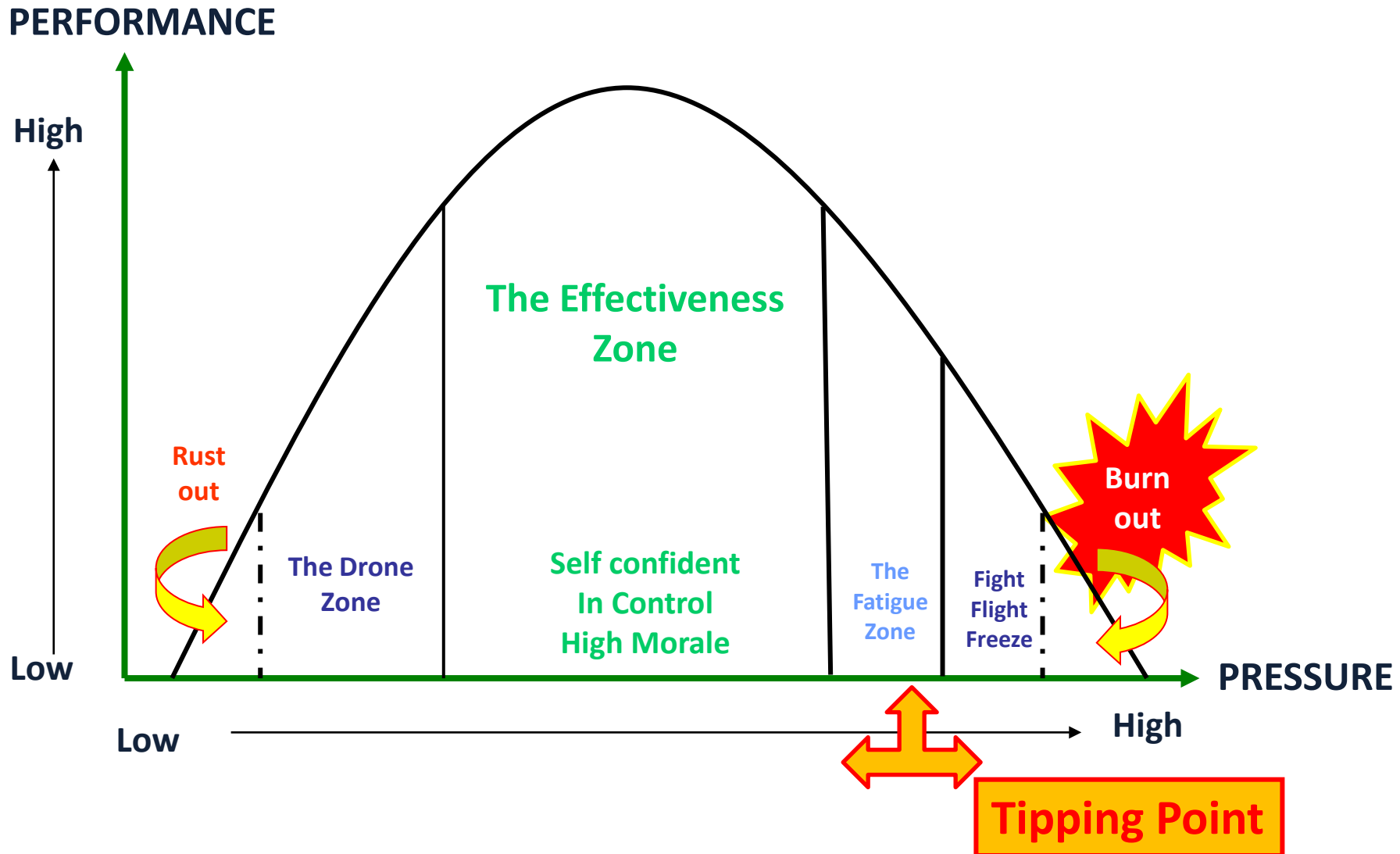
Yerkes-Dodson Curve



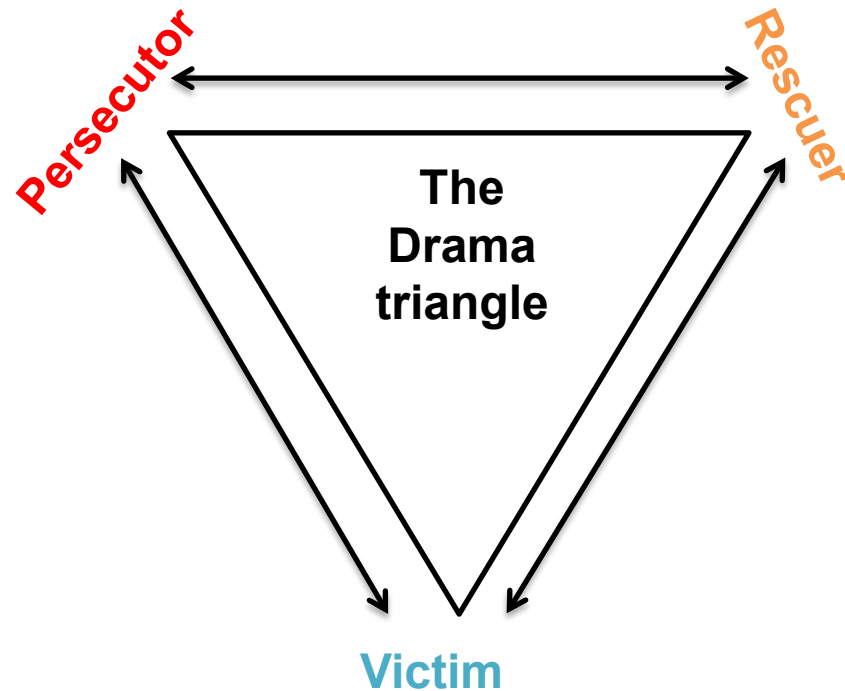
BREAK

What have we covered so far?

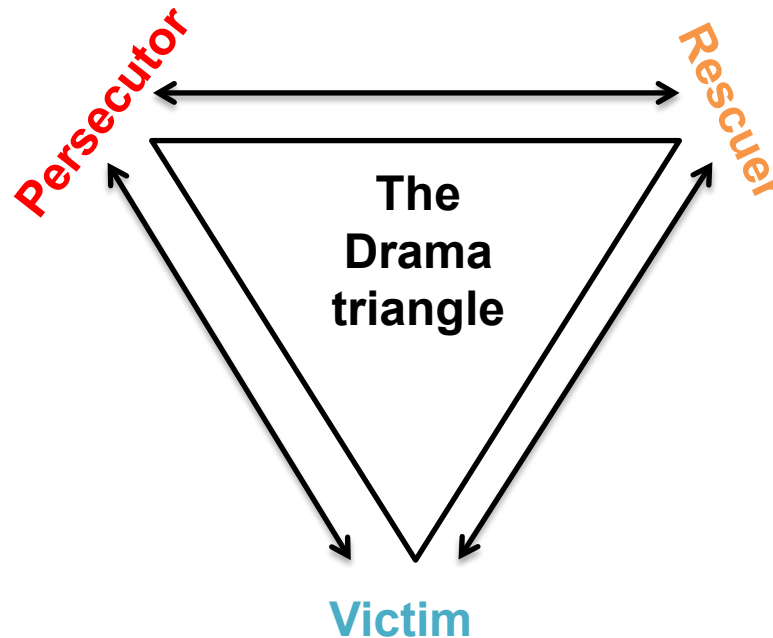
Pressure/Stress curve



Introduction to the Drama Triangle



From Transactional analysis by Steve Karpman 1972



Poor you!

Let me help.
Reality – concern for the victim
Characteristics:
Take over the thinking and problem solving
Do more than their share
Do things they don't want to do
Often Nurturing Parent

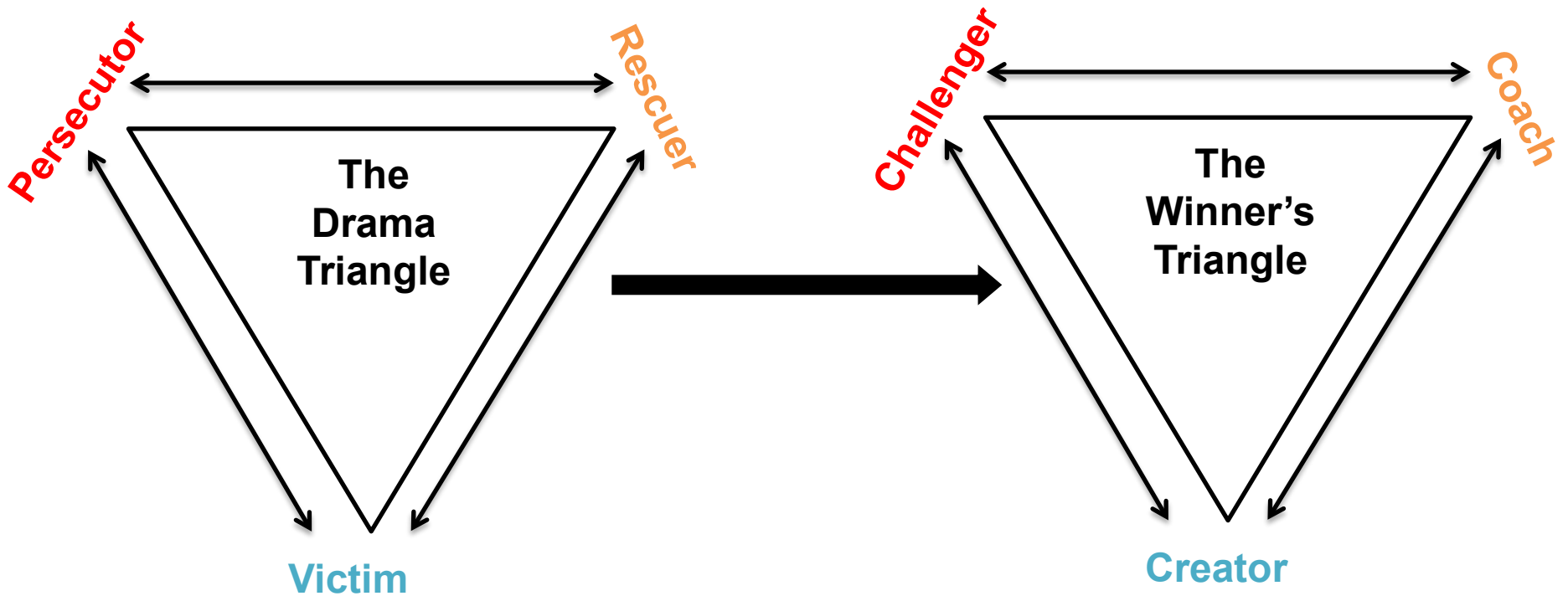
Poor me!

Powerless, helpless, stuck
Act as if they don't have the resources to solve their problem
Don't think in an Adult way to solve their problem

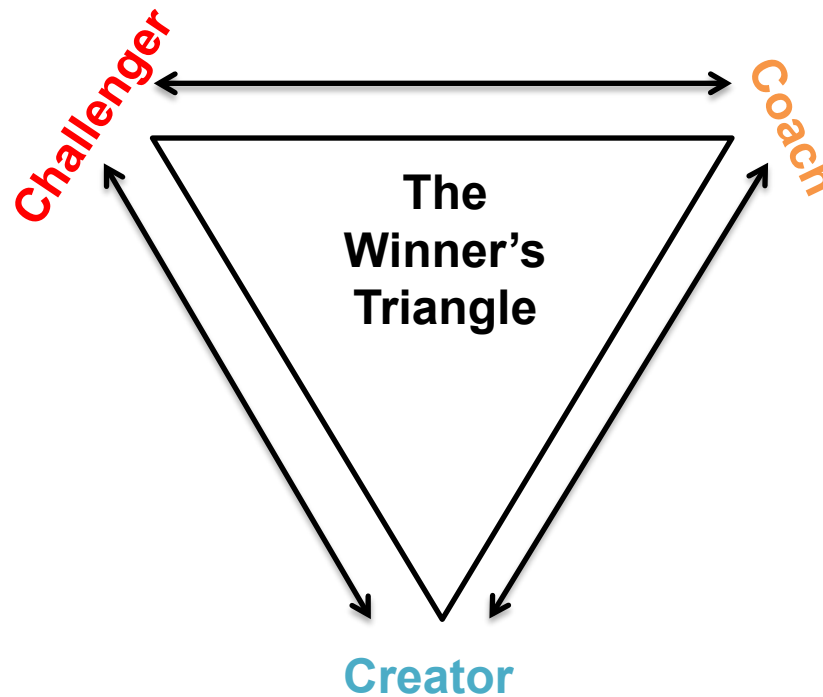
It's all your fault!

Critical, blaming, controlling, superior
Act in own interests
Part of their goal is to punish
Often Critical Parent

From the Drama Triangle to the Winner's Triangle



Ask for what they want
Says no to what they don't want
Gives feedback and initiates negotiation
Makes changes in order to get their needs met
Do not punish
Skills: assertion skills

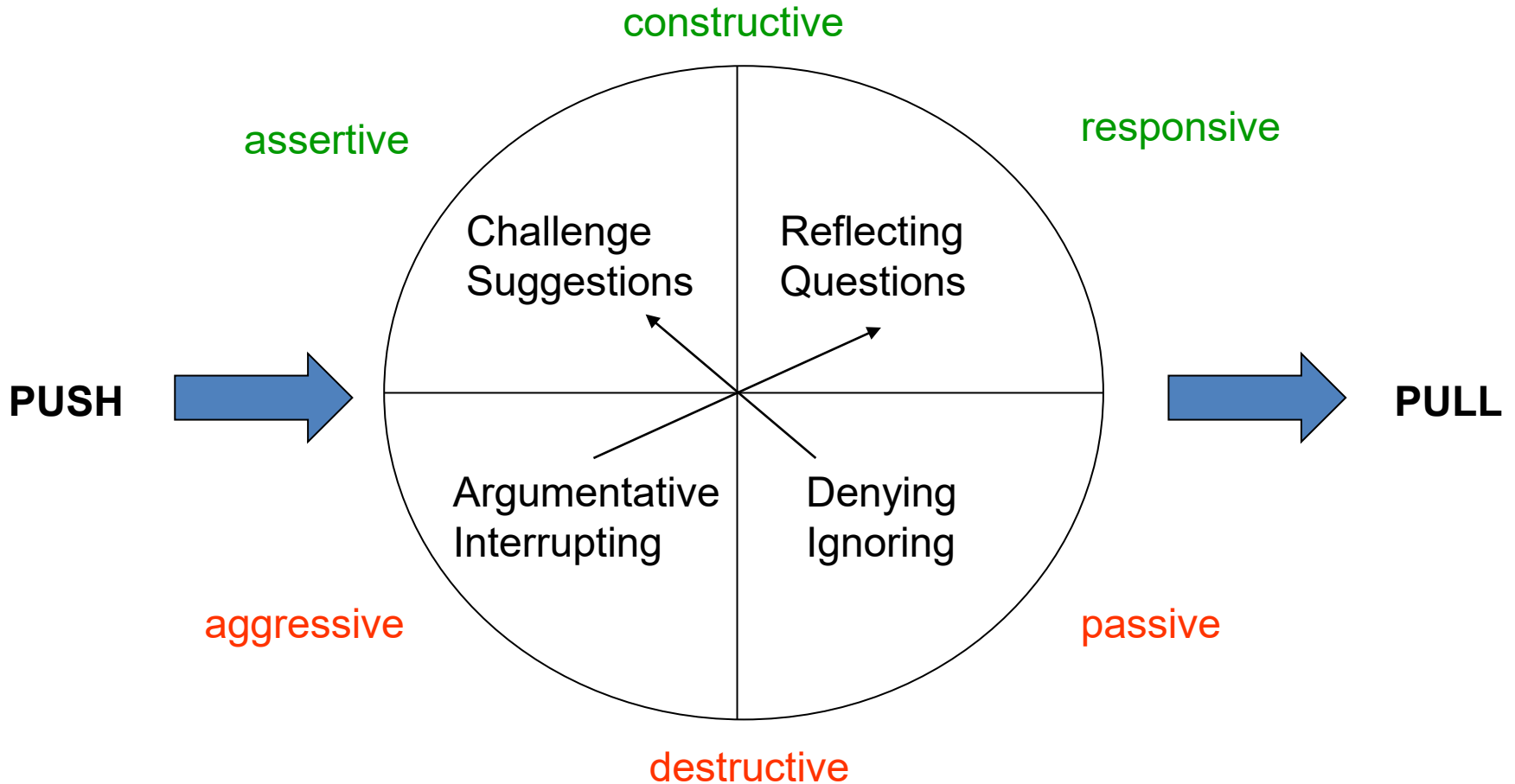


Do not do the thinking
Do not take over unless asked (and they want to)
Do not do more than their share
Do not do things they don't want to
Skills: listening and self awareness

Can problem solve and think in an Adult way
Aware of their feelings and uses them as information
Skills: problem solving, self awareness

Influencing behaviour

Trainer behaviour



Trainee behaviour

Give it a go...

Strategy

90 second start

Explore both stories

Identify individual and shared interests

Generate options

Agree on specific next steps

Remember – SCARF Model?

SCARF model of behaviour. David Rock. 2008

- **Status** relative importance to others
 - **Certainty** the ability to predict future
 - **Autonomy** sense of control over events
 - **Relatedness** the sense of safety with others
 - **Fairness** the perception of fair exchanges
-
- Potential outcome? Denial and defense

Remember - Perceptual positioning

Triple position to see the world from different perspectives (and take emotion out of the equation).
Gregory Bateson.

1. First position – your perception of events (Self)
2. Second position – that of another person, e.g. patient (Other)
3. Third position – objective observer (Detached)

An exercise to try it out

- Work in pairs
- Choose 2 of the 3 scenarios
- Take turns to be supervisor and trainee
- 7 mins per scenario with 3 mins debrief per scenario



Case Scenario

You have been asked by colleagues to have a 'word' with Dr P, a ST3:

Appears clinically sound.

Eportfolio entries are dominated by tutorials, courses and reading.

Not a team player; appears manipulative and aloof.

Very strategic in choosing MSF respondents.

- **How would approach this task?**

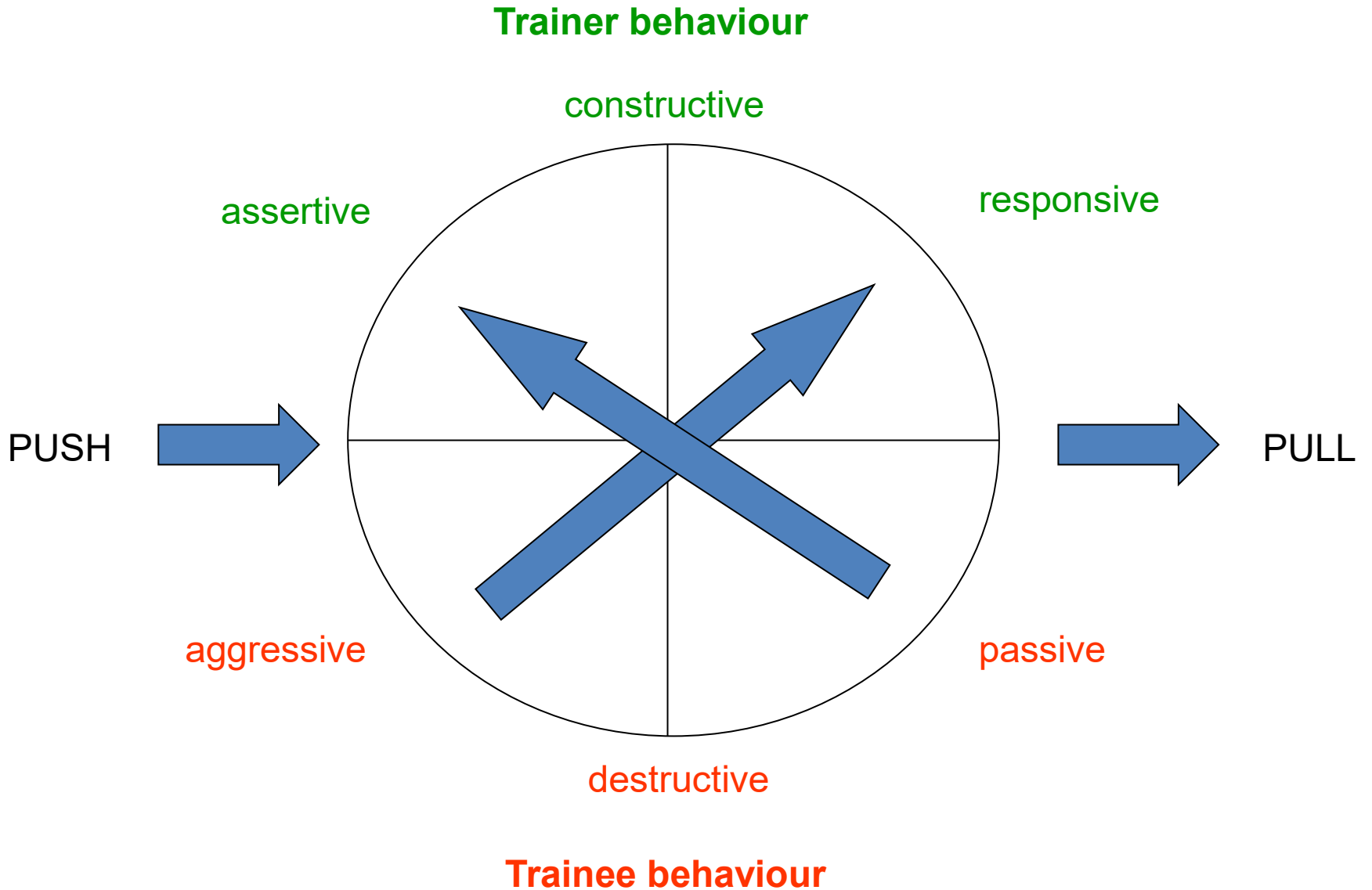
Case Scenario

- GP Registrar in GP training
- Their performance is causing you (as Trainer/ES) concern
- Late for surgeries and tutorials, visits delayed, referrals are overdue and in some cases forgotten, calls in sick at last moment

Case Scenario

- Your Trainee turns up to another tutorial once again unprepared despite having a week to be ready for an agreed topic.
- Plan and deliver your strategy for an improved outcome.

Influencing behaviour





Health Education England

Effective Feedback & Having Difficult Conversations



BEHIND
THIS →

ANGER

MIGHT
BE ↘



Handout for Effective Feedback and Difficult Conversations

Properties of good feedback:

- **Specific:** It should contain specific information rather than generalisations
- **Accurate:** It should be factual and clear
- **Objective:** Feedback should be unbiased and unprejudiced
- **Timely:** It should be given as soon as possible after completion of a task (however, at times it might not be possible and may be delayed to a more appropriate time and place)
- **Usable:** Relate the feedback to goals and strategies so the individual can improve performance. (Consider both clinical and non-clinical)
- **Desired by the receiver:** Feedback can still be effective even in those who don't actively seek it, however those who are seeking feedback will often be more motivated to improve performance
- **Checked for understanding:** Clarify understanding with the individual to ensure they are getting the most out of their feedback

Matua et al 2014; Rose & Best 2005

Feedback may be received badly if one of the following traits are threatened:

- Status – relative importance to others
- Certainty – the ability to predict future
- Autonomy – sense of control over events
- Relatedness – the sense of safety with others
- Fairness – the perception of fair exchanges

From SCARF model of behaviour. David Rock. 2008

Consider using perceptual positioning:

- First position – your perception of events (Self)
- Second position – that of another person, e.g. patient (Other)
- Third position – objective observer (Detached)

Search for: *Triple position to see the world from different perspectives (take emotion out of the equation). Gregory Bateson.*

Possible feedback frameworks to try out:

- Pendleton (good-bad-good sandwich)
- Advocacy Inquiry - I saw... this happened... it made me think... [Advocacy].
I'm interested in what you were thinking. Could you take me through it? [Inquiry]
- SBI – Situation, Background, Impact
- CEDAR – Context, Examples, Diagnosis, Action, Review
- IDEA – Identify, Describe, Encourage, Action

Remember:

- Johari window – feedback is an opportunity to learn more about yourself that others know and you don't (yet)
- Listen. Ask - don't tell.
- Change arises when there is a balance of support and challenge
- Avoid Parent:Child relationships. Avoid arguments.

Useful phrases:

- "Tell me more", "Go on...", "can you expand on that?" "you seem bothered by..."
- "next steps..." , "even better if..."